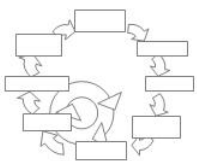


[Facing page for Part 1, Subpart i. Subpart begins one next page.]

Professional Development Standards IAC 281—83.6(2)(b)

Implementation of a school district's career development plan shall meet the following standards:

1. Align with the Iowa teaching standards and criteria;
2. Deliver research-based instructional strategies aligned with the student achievement goals established by the district;
3. Deliver professional development training and learning opportunities that are targeted at instructional improvement and designed with the following components:
 - Student achievement data and analysis;
 - Theory;
 - Classroom demonstration and practice;
 - Observation and reflection;
 - Teacher collaboration and study of implementation; and
 - Integration of instructional technology, if applicable;
4. Include an evaluation component of professional development that documents the improvement in instructional practice and the effect on student learning; and
5. Support the professional development needs of district certified staff responsible for instruction.



I. Iowa Professional Development Standards

The purpose of Part 3 is to review the legislative framework and requirements that underlie the Iowa Professional Development Model and to place the Model within the context of the District Career Development Plan and the Comprehensive School Improvement Plan.

A. Legislative Background

The Iowa General Assembly established the Student Achievement and Teacher Quality Act of 2001 (Senate File 476), which provided State policy for the following:

- ❑ Iowa Professional Development Standards (effective March 2004)
- ❑ Requirements for District Career Development Plans (effective September 2004)
- ❑ Requirements for Individual Teacher Career Development Plans (effective July 2005)

Next Few Pages:

- A. Legislative Background
- B. The Iowa Teaching Standards
- C. Applying CSIP Constant Conversation Questions

In September 2004, each public school in Iowa is required to submit a District Career Development Plan as part of the Comprehensive School Improvement Plan (CSIP). The Iowa Professional Development Standards and related rules define how districts design, deliver, and evaluate their professional development. The legislative language regarding Professional Development Standards is on the facing page, and the legislative language for District Career Development Plans is on page 7 of this Part.

When a district sets goals based on student data, it makes a decision that the goals are the highest priority for action and that the district programs and services should target these goals. Quality teaching is one of the most powerful variables for accomplishing instructional goals.

Quality teaching is one of the most powerful variables for accomplishing instructional goals.

The Student Achievement and Teacher Quality Program as established by the Iowa Legislature, is sharply focused on increasing student achievement through acknowledging and supporting the improvement and acquisition of the knowledge and skills of teachers through professional development.

Implementing quality professional development that provides teachers with the learning opportunities and supports needed to improve instructional practices and increase student achievement is an essential function and responsibility of the school district. The Iowa Student Achievement and Teacher Quality Program and the Iowa Code 281—83.6(284) establishes the standards for professional development. (See facing page.)

The Iowa Teaching Standards and Criteria

STANDARD 1: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals. <i>The Teacher:</i> <ul style="list-style-type: none"> Provides evidence of student learning to students, families and staff. Implements strategies supporting student, building, and district goals. Uses student performance data as a guide for decision making. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student Creates an environment of mutual respect, rapport, and fairness. Participates in and contributes to a school culture that focuses on improved student learning. Communicates with students, families, colleagues, and communities effectively and accurately. 	STANDARD 5: Uses a variety of methods to monitor student learning. <i>The Teacher:</i> <ul style="list-style-type: none"> Aligns classroom assessment with instruction. Communicates assessment criteria and standards to all students and parents. Understands and uses the results of multiple assessments to guide planning and instruction. Guides students in goal setting and assessing their own learning. Provides substantive, timely and constructive feedback to students and parents. Works with other staff and building and district leadership in analysis of student progress.
STANDARD 2: Demonstrates competence in content knowledge appropriate to the teaching position. <i>The Teacher:</i> <ul style="list-style-type: none"> Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student. Relates ideas and information within and across content areas. Understands and uses instructional strategies that are appropriate to the content area. 	STANDARD 6: Demonstrates competence in classroom management. <i>The Teacher:</i> <ul style="list-style-type: none"> Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student. Establishes, communicates, models, and maintains standards of responsible student behavior. Develops and implements classroom procedures and routines that support high expectations for student learning. Uses instructional time effectively to maximize student achievement. Creates a safe and purposeful learning environment.
STANDARD 3: Demonstrates competence in planning and preparing for instruction. <i>The Teacher:</i> <ul style="list-style-type: none"> Uses student achievement data, local standards, and the district curriculum in planning for instruction. Sets and communicates high expectations for social, behavioral, and academic success of all students. Uses student's developmental needs, backgrounds, and interests in planning for instruction. Selects strategies to engage all students in learning. Uses available resources including technologies, in the development and sequencing of instruction. 	STANDARD 7: Engages in professional growth. <i>The Teacher:</i> <ul style="list-style-type: none"> Demonstrates habits and skills of continuous inquiry and learning. Works collaboratively to improve professional practice and student learning. Applies research, knowledge, and skills from professional development opportunities to improve practice. Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals.
STANDARD 4: Uses strategies to deliver instruction that meets the multiple learning needs of students. <i>The Teacher:</i> <ul style="list-style-type: none"> Aligns classroom instruction with local standards and district curriculum. Uses research-based instructional strategies that address the full range of cognitive levels. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth. Connects students' prior knowledge, life experiences, and interests in the instructional process. Uses available resources, including technologies, in the delivery of instruction. 	STANDARD 8: Fulfills professional responsibilities established by the school district. <i>The Teacher:</i> <ul style="list-style-type: none"> Adheres to board policies, district procedures, and contractual obligations. Demonstrates professional and ethical conduct as defined by state law and district policy. Contributes to efforts to achieve district and building goals. Demonstrates an understanding of and respect for all learners and staff. Collaborates with students, families, colleagues, and communities to enhance student learning.

When a district prepares to submit its District Career Development Plan to the State (within the CSIP process), the schools in that district may need to implement appropriate content and strategies for their particular buildings, so that they meet the district's goals for student achievement. Although schools are not required to submit school improvement plans, the district is encouraged to include variations in staff development that will be used by individual schools within their LEA.

B. Alignment of District Career Development Plan with the Iowa Teaching Standards

A frequently asked question about the District Career Development Plan is about how it connects with the Iowa Teaching Standards. The District Career Development Plan requirements state that professional development must align with the Iowa Teaching Standards and criteria. As a district supports teachers in learning new content and engaging in collaborative study of teaching practices, it will create multiple opportunities for teachers to address the Iowa Teaching Standards.

The Iowa Professional Development Model is designed to provide the experiences and learning opportunities to meet many of the standards and criteria. For example:

Any teacher fully participating in a well-designed district plan will meet Standard #7 *“Engage in professional growth.”* A district plan that follows the Iowa PD Model will provide multiple opportunities for teachers to engage in Standard 7's criteria:

- a. Demonstrates habits and skills of continuous inquiry and learning.
- b. Works collaboratively to improve professional practice and student learning.
- c. Applies research, knowledge, and skills from professional development opportunities to improve practice

A quality District Career Development Plan will focus on instruction and will deliver content that is supported by scientifically based research. Teachers that are fully participating in the district plan will be well-positioned to meet Standard #2, *“Demonstrates competence in content knowledge appropriate to the teaching position.”* For example, the following criteria under Standard #2 could be met by studying and implementing the content included in the district plan.

- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- c. Relates ideas and information within and across content areas
- d. Understands and uses instructional strategies that are appropriate to the content area.

Applying the newly acquired strategies in the classroom will necessitate planning and preparation, thus addressing Standard 3 and the related criteria: *“Demonstrates competence in planning and preparing for instruction.”* A teacher participating in the district plan will have opportunities to address the in Standard 3 criteria, including:

- a. Uses student achievement data, local standards, and the district curriculum in planning for instruction.
- b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
- c. Uses student's developmental needs, backgrounds, and interests in planning for instruction.
- d. Selects strategies to engage all students in learning.
- e. Uses available resources including technologies, in the development and sequencing of instruction.

A routine component of the district plan is the collection of data to demonstrate students' responses to the

strategies that are the focus of professional development. These actions align well with Standard 5: *“Uses a variety of methods to monitor student learning”*. A teacher engaging in the district plan and implementing the strategies being studied would routinely implement the following criteria.

- a. Aligns classroom assessment with instruction
- b. Communicates assessment criteria and standards to all students and parents.
- c. Understands and uses the results of multiple assessments to guide planning and instruction.
- d. Guides students in goal setting and assessing their own learning.
- e. Provides substantive, timely and constructive feedback to students and parents.
- f. Works with other staff and building and district leadership in analysis of student progress.

The purpose of the Iowa Professional Development Model and the district plan align closely with Standard 1: *“Demonstrates ability to enhance academic performance and support for implementation of the school district’s student achievement goals.”* Actions to implement the district plan will give teachers repeated opportunities to implement the criteria for this standard.

Teachers engaged in district/building-wide professional development will routinely:

- a. Provide evidence of student learning to students, families and staff.
- b. Implement strategies supporting student, building, and district goals.
- c. Use student performance data as a guide for decision making.
- d. Accept and demonstrates responsibility for creating a classroom culture that supports the learning of every student
- e. Create an environment of mutual respect, rapport, and fairness.
- f. Participate in and contributes to a school culture that focuses on improved student learning.
- g. Communicate with students, families, colleagues, and communities effectively and accurately.

Depending upon the content selected and the context in each setting, the remaining teaching standards and criteria may also align well with the district plans.

Processes built into the district plan will include the routine collection of data on implementation and teacher participation. These data will support professional development planning but should also serve as a source of evidence that the teacher has demonstrated the relevant criteria.

By encouraging teachers to direct their energies to the instructional priorities and the professional development focus established for their district and building, the collection and organization of documentation may serve for the evaluation process, for the individual career development, and for district-wide and building-wide staff development. Linking the professional development system and the evaluation processes is efficient and serves to strengthen district efforts to increase student achievement.